The Impact of Google Classroom Enhancing on Classroom Management Skill among Teacher Educators

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Abstract: *The purpose of this research was to investigate the impact of sixteen weeks Google Classroom training enhancing on Classroom Management skill among Teacher Educators In this experimental study, the Classroom Management skill questionnaire was utilized as research tool. Thirty Teacher Educators from Sri Sarada College of Education were randomly assigned to a group. The training involved daily Google Classroom assessments, which included assignments, quizzes, and materials, conducted for a duration of 20 minutes over sixteen weeks. The group was reassessed after the Sixteen week study period. A pre - test and post - test design was employed to measure changes in Classroom management skill before and after the intervention. The results from the 30 teacher educators indicated a significant increase in Classroom Management skill. Google Classroom on their classroom management and Statistical analysis using a paired sample t - test revealed that the difference in motivation levels was statistically significant (p = 0.001).*

Keywords: Google Classroom, classroom Management skill, Women, Teacher Educators.

1. Introduction

Effective classroom management is the cornerstone of successful teaching. It encompasses a wide range of skills, including organization, communication, time management, student engagement, and assessment. In an era where digital literacy is paramount, technology offers exciting new possibilities for enhancing these essential skills. Google Classroom, a comprehensive learning management system (LMS), has gained significant traction as a platform that empowers educators to streamline their workflows, foster collaboration, and create more engaging learning environments. The Google Classroom enhances classroom management skills among teacher educators, focusing on its impact on key areas such, organization, communication, time management, student engagement, and assessment and student engagement. In Google Classroom, teacher educators can create a more structured, interactive, and productive learning experience for their student teachers. Google Classroom provides a centralized hub for all class materials, assignments, and announcements. This eliminates the clutter of physical handouts and creates a readily accessible digital repository. Features like organized folders, assignment scheduling, and automated reminders contribute to improved time management for both teachers and students and it facilitates seamless communication between teachers, students, and parents. Announcements, direct messaging, and discussion forums enable quick and efficient information sharing through classroom management skill. This fosters a more connected learning community and promotes timely feedback. It simplifies the assessment process through features like online assignment submission, automated grading for certain types of assignments and integrated feedback tools. This allows teacher educators to provide more frequent and personalized feedback, enabling students to track their progress and identify areas for improvement and Google Classroom supports a variety of interactive learning activities, including collaborative projects, online discussions, and multimedia presentations with the students. Alkhatlan (2021) show that digital tools can encourage classroom management skill through the engagement and interaction they offer. For women teacher educators, these platforms can reduce barriers to participation, such as social expectations or limited access to physical resources, which can hinder classroom management skill. Tan & Wang (2022) explored how Google Classroom allows female student educators to choose learning resources and pace their studies, which is particularly important for those balancing work and family obligations. Personalization increases a sense of control over learning, contributing to higher motivation.

Williams & Johnson (2023) found that when female teacher educators set and monitor their goals on platforms like Google Classroom, they were more motivated to complete tasks and classroom management success. Clear goals lead to a sense of accomplishment, which enhances classroom management skill.

2. Methodology

The purpose of the study was to investigate the impact of Google Classroom practices on enhancing classroom management skill among teacher educators To achieve this, thirty teacher educators were randomly selected from Sri Sarada College of Education, Salem, Tamil Nadu, India, with ages ranging from 25 to 58 years. Classroom management skill questionnaire developed by American research institute 2006 was used to measure the classroom management skill of the student educators.

For the tests, a randomized group design was used. The subjects were randomly assigned to a group and participated in Google Classroom practices, including assignments, quizzes, lesson plans, and feedback sessions, for twenty minutes a day over sixteen weeks. After sixteen weeks, a post - test was conducted. Classroom management skill, a measure widely used in social science research, was assessed. Data were collected before and after the sixteen weeks of training, and a paired 't' test was computed. The level of significance was set at 0.01.

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3. Result & Discussion

The primary objective of the paired 't' test was to determine the differences between the pre - test and post - test group means among Teacher Educators (women).

Table I: Showing Mean Difference Between Pre - Test and Post - Test Group Among Teacher Educators in Google Classroom in Classroom Management Skill

Classroom Management	N	Mean	SD	t – value	Significant
Pre - test	30	9.13	1.25	22.02	S (0.01)
Post - test	30	14.77	1.97		

Required table value: 2.58 (0.01)
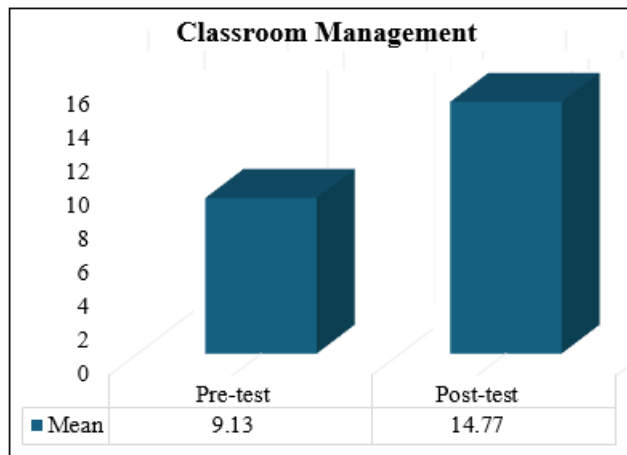
It is obvious fact from table that Google classroom practice has significant impact enhances Classroom management skill between Pre - test and Post - test As the mean value of Pre - test is 9.13 and post - test 14.77. An examination of table indicates that the obtained 't' ratio was 22.02 for classroom management skill respectively. The obtained 't' ratio was found to be greater than the required table value of 2.58 at 0.01 level of significance for 1, 29 degrees of freedom. Hence it was found to be significant. This result has better in Google Classroom and play a pivotal role in enhancing classroom management skill among teacher educators by fostering a collaborative and engaging teaching environment. So the Teacher educators easily create, distribute, and collect assignments electronically, saving time and effort compared to traditional paper - based methods and also it is automate grading for certain types of assignments, such as quizzes and multiple - choice tests, freeing up teachers' time for other tasks. The platform supports collaborative projects and discussions, encouraging student interaction and teamwork and they are having skills in Google Classroom simplifies the assessment process through features like online assignment submission, automated grading, and integrated feedback tools.

4. Conclusion

Google Classroom provides insights into student progress, allowing teacher educators to identify areas where students may need additional support and tailor their instruction accordingly. In Google Classroom. Teachers educators is store and share resources, such as documents, videos, and links, in a centralized location, making them easily accessible to students. Google Classroom supports various interactive tools and resources, making learning more engaging student teachers. It is also integrated with other educational apps and platforms, expanding its functionality and providing teacher educators with a wide range of resources.

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